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DEPARTMENT OF THE INTERIOR
OFFICE OF INDIAN AFFAIRS

METHODS AND SUGGESTIONS

FOR

INSPECTING OFFICERS

OF THE

UNITED STATES INDIAN SERVICE

February 23, 1916

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GENERAL SUGGESTIONS FOR INSPECTING OFFICERS.

It is impracticable to specify the numerous and various matters which are proper subjects for inspection and general supervision by inspectors, supervisors, and special agents. Supervision, inspection, and investigation should be constructive in character, with a view to promoting the welfare—morally, industrially, and otherwise—of the Indians, elevating the tone of schools, improving the methods of instruction and administration, conserving the health, prosperity, and individualism of the Indians by increasing the efficiency of superintendents and employees.

More effectively to reach and adequately care for these varied interests of the Indians, the country has been divided into 10 supervisor districts, and an inspecting officer assigned to each. These districts are arranged so as to enable the supervising officer thoroughly to cover each activity in his district two or more times annually. To do this he must so arrange his itinerary that each point can be reached with as little loss of time as practicable. The time given to each reservation, school, etc., depends upon its size and importance, but the inspecting officer must remain there a sufficient time to examine personally every detail of administration. The Indians must be visited in their homes, counseled with and advised of the Government's wish to improve their health, morals, and material interests, and the inspector must patiently listen to their complaints, so as to rectify them or explain their misunderstandings. These trips must be made independently and personally, so that your report on conditions may be an accurate reflex of your best judgment based on actual knowledge.

Inspecting officials will make suggestions to superintendents as to better methods and more efficient management, and give careful consideration to their recommendations as to what enterprises or undertakings should receive greater or less attention, and in what instances the established policies could or should be more closely adhered to. Cooperate always with the superintendent, farmer, stockman, matron, physician, clerks, teachers, and all other employees, in welding the force into a powerful engine, harmonious in all its parts and working under a full head of steam, for the uplift of the Indians.

The general administration of each jurisdiction should be carefully observed—whether the superintendent is getting out on the reservation and giving due attention to the various activities under his control, or whether he is giving too much time to office routine, business details, or manifesting undue interest in one thing to the detriment of others. See if the chief clerk is strong enough to manage properly the office details in the absence of his chief, and whether he is given the latitude requisite to permit the superintendent to devote the greater part of his time to the larger elements of administration. Are the details of school management, office work, and industrial activities of the Indians directed personally by the superintendent or through a properly coordinated and harmonious corps of heads of departments? Is the principal of the school large enough, from a executive standpoint, to administer the school affair under the superintendent?

See if the employee force is sufficient or insuf cient for the work required and if it is properly orga ized, harmonious, efficient, and getting results.

Efficiency reports on the regular official blan should be made on all employees with whom the s pervisor becomes sufficiently acquainted to be able form an opinion as to their capability, industry, a efficiency. The Commissioner wants to know if

employees are doing the right thing under all circumstances.

Discourage transfers—they are not regarded as best for the service or for the employees. Let it be emphatically known that the Commissioner looks with disfavor on transfers. It is neither desirable nor in the interests of good administration for inspecting officers to recommend promotions; however, they should give every employee due credit in his report, and if one is worthy of an increase let the facts of the report show it so clearly that a recommendation is unnecessary.

In their personal relations with employees on reservations inspecting officers must avoid any suggestions as to available positions on reservations previously visited by them to which employees might seek transfer. Anything in the nature of "making slates" with superintendents or other employees is forbidden.

Impress this thought on all: That every employee of the Indian Bureau must help to reduce the frightful mortality among Indian infants; that superintendents, teachers, physicians, matrons, nurses, and everyone can do something in this direction by instruction or example, the physician with his science, the nurse with her trained skill, the matron with her motherly solicitude, and everyone by personal cleanliness and sobriety, and observance of hygienic rules.

Remember that your reports are confidential documents for the use of the Commissioner and must not be made public, nor must their contents be made known.

Avoid interviews or discussions of your work with persons other than those connected with the line of your duty.

On every reservation, where practicable, a first-class fair should be conducted, preferably in the fall. A baby show, too, is a good thing everywhere. Emphasize these points, and create an enthusiasm for carrying them out successfully.

On each revisit to a reservation or school the matters forming the subject of a former report should be carefully reviewed to see that the inspector's suggestion or the office instructions have been carried out. Briefly stated, your reports should be followed up continuously.

Discourage participation in circuses, wild-west shows, and improper dances.

Careful attention should be given to the use made by Indians of their capital, whether it be lands, live stock, or individual Indian money, and you should learn whether superintendents are assisting the Indians in making the best use of their resources. In this connection, keep an eye on the returned students and specially see if they and others are worthy of being extended credit from the reimbursable funds available, and if they are working on their allotments.

In making recommendations for material improvements in the plant, inspecting officers will consult with the superintendent, and so frame their recommendations that a practical basis of needs and available money will render the report valuable. It is recognized that a great amount of money is required to place many plants in the best condition, but our officers can readily find out the amount of available funds for such purposes and assist the Indian Office by showing it how good results can be attained from applicable funds. This will obviate many useless recommendations and needless work.

Reports should call attention to needs which, although it may not be possible to provide for them immediately, will demand funds and administrative action in the future.

Reports should be directed to those matters requiring administrative action or should call attention to conditions of which the Indian Office should be informed. Reports in detail should not be made relative to ordinary affairs, routine work, or where the inspecting officer can by mutual understandings between

the superintendent, employees, and others obtain harmony and a satisfactory adjustment of differences, or where by mutual agreement the superintendent, without exceeding his authority or funds available, may effect the improvements suggested.

Inspecting officers should impress superintendents with the fact that they are held responsible for every activity relating to Indians within their jurisdiction, from "saving the babies" to taking care of the old Indians. Kind and constructive criticism with helpful suggestions will establish proper relationships between inspecting officers and superintendents. Let the latter know and feel that you are on the reservation to help build up, not to tear down, but that inefficiency, wrongdoing, and loafing on the job will be handled by you fearlessly, justly, and without partisanship or malice.

Until the special force of supervising superintendents have completed the introduction of the new course of study in the several schools, inspecting officers in charge of districts are not charged with such introduction. After it has been introduced and the services of the supervising superintendents dispensed with, your inspection will cover all school matters; meanwhile strongly and persistently support the vocational school system. Throw your soul into the work and create an enthusiasm which will act with redoubled force on all field employees.

For the purpose of outlining and suggesting the proper scope of investigating work and to get before the office what it should know about the field activities, an elaboration of the duties and suggestions referred to in the foregoing is appended. This elaboration is based upon the sectionalized plan of the Indian Office and enables a report on varied subjects to be handled in the most expeditious manner by those best qualified to act on it. A detailed report under each heading is not desired unless the results of the inspection require that it should be brought to

the attention of the Commissioner; nor are they to be confined to the enumerated subjects, where matters arise which in the judgment of the inspecting officer require attention and report.

You will report by wire your arrival at one point and your departure for another, except where to do so will prejudice interests intrusted to you, in which case promptly report by mail. Do not fail to make out and mail to me the daily report on the blanks to be furnished you on requisition.

CATO SELLS, *Commissioner.*

FEBRUARY 23, 1916.

REPORT OUTLINES.

The following outline indicates some of the things to be observed on every reservation and at every school visited. There is no necessity for discussing in the report any items enumerated herein which do not require comment.

The report must be made in sections corresponding to the sections given under each division of this outline, and each section must be signed, dated, and reference made to the school, agency, etc., to which the comments apply.

Each section must begin a page, and have a marginal space of 2 inches at top and 1 inch at the left of page.

Inspecting officers are not confined solely to the items of this outline, but should report any facts and conditions which should be brought to the commissioner's attention.

Every report should be concluded with a summary of the definite recommendations made in each section, numbered consecutively, and page and section of report given where full details are to be found.

Reports should be submitted in duplicate and as early as practicable, and must contain a statement giving dates of your arrival and departure.

EDUCATION DIVISION.

1. SCHOOLS.

(a) **Material plant.**—Character of buildings, adaptability to needs, condition, repairs, and improvements needed. Heating; lighting; ventilation; sewerage; water supply; fire protection, fire-fighting apparatus and drills. New buildings required.

(b) **Vocational training.**—Farm, garden, dairy, trades, and domestic departments. Equipment—adequacy of machinery and implements and their condition and upkeep. Does live stock check with property return? Is farm properly stocked with horses, hogs, sheep, and poultry? Breed of stock in dairy and degree of blood. How long has bull been with herd? Is milk of each cow being weighed, and is Babcock test used to determine whether each animal is giving an adequate return for the cost of its keep? How is the milk handled and used? Do pupils get a sufficiency of milk and butter? If surplus, how used? Is dairy herd examined for disease as frequently as required for safety? Is the dairyman competent and qualified to instruct pupils in dairying? Is sufficient attention given to general stock raising? Are colts raised? Are hogs raised; if so, how disposed of? Is gardening given emphasis? Does the school garden produce a plentiful supply of vegetables for use during the different seasons of the year? Is any attention given to fruit raising? In addition to the regular academic studies, are all of the boys required to take practical courses in farming, gardening, dairying, farm carpentry, farm blacksmithing, farm engineering, farm masonry, farm painting, shoe and harness repairing; and are the girls required to take courses in home cooking, sewing, laundering, nursing, poultry raising, and kitchen gardening? Is an adequate supply of eggs provided for the school? What new equipment, if any, is needed in various departments to insure efficient instruction in harmony with the new

course of study? How much time is given each week to instruction and how much to production? Is course of study intelligently adapted to local conditions? Are agricultural, etc., bulletins provided and used? Has the new course of study been thoughtfully and intelligently introduced? Are all employees interested in pushing it? Is there a thorough correlation of academic and industrial instruction? Are instructions contained in the new course of study concerning vocational guidance being intelligently followed? Are pupils who are ready for vocational courses generally selecting those vocations which they are most likely to follow after they leave school?

(c) Academic training.—Is preparation of yearly calendar, daily program and weekly outlines given careful thought and attention, and when prepared are they intelligently followed? What is the length of daily sessions? Actual time devoted to recitations; to study hours. What are the methods of grading and promotion of pupils? Are teachers' methods of instruction up-to-date? Do class and teachers familiarize themselves with the work of the industrial teachers and with the home environment of pupils and relate the classroom work intelligently to the same? Is sufficient emphasis placed upon the construction and the use of English? How many grades are maintained? Does the school provide educational publications for the use of instructors? Do the individual instructors subscribe for publications especially applicable to the work of their respective departments? Is there sufficient supply of text, supplemental, and reference books? What is their condition? Are book covers used? Observe blackboards, maps, thermometers, school furniture, school library, papers and magazines, stereopticon and supplies, kindergarten material, and report on any of these which need attention. Condition of classrooms, general appearance. Cleanliness of walls, floor, and ceiling. Decoration of walls. Ventilation. Tempera-

ture. Heating. Lighting. Seating arrangements. Enrollment. Number in actual attendance, boys, girls. Regularity of attendance.

(f) **Student body.**—Capacity, enrollment, number of pupils, boys and girls, compared with the records of attendance; regularity of attendance. Transfers of pupils to and from the school. Special attention to eligibility of pupils as to age and previous record in other schools. Proportion of mixed bloods to full bloods. Discipline. Organization of pupils' associations. Supervision of pupils' correspondence. Defective and incorrigible pupils. School census and pupils' records, accuracy, and preparation. Method of handling pupils' funds.

(g) **Returned students.**—Method of keeping record of pupils after leaving school. Reports as to their progress. Are returned students worthy of reimbursable funds? Are they following the vocation for which trained? How do they make use of these funds in comparison with the other Indians who have used these funds? Do returned students get out on their allotments?

(h) **Outing system.**—Extent, character, supervision, and number of pupils involved. Earnings. General results of the outing system.

(i) **Public and mission schools.**—Number of Indian and white pupils enrolled in public schools. Regularity of attendance. Number of such schools available. Local attitude. Tuition of Indian and whites. Contracts. Inspection, how often, and by whom? Progress of pupils. Compulsory laws in relation to Indian pupils. Mission schools—contract and noncontract. Private schools. Capacity of such schools, methods of instruction and general matters looked into at these schools.

(j) **Religious and moral training.**—Observance of regulations as to religious worship. Religious organization among pupils. Sunday school and church attendance, accessibility, etc. Temperance instruction.

Moral conditions and general tone of school and employees. Means provided for the culture and refinement of pupils, libraries, music—bands, orchestras, etc.

2. LAW AND ORDER.

(a) **Liquor conditions.**—Are there any saloons on the reservation? What saloon towns are there on the ceded portion of the reservation, or in the vicinity of the reservation and to what extent do the Indians visit these places? To what extent do the Indians bring liquor on the reservation? To what extent is the reservation visited or traversed by a transient class and to what extent are they responsible for the introduction of liquor or its sale to the Indians? What is the reason for this class being on the reservation? Is the liquor sold to the Indians directly or by subterfuge? What is the sentiment in the vicinity of the reservation on the question of the protection of the Indians from intoxicants and to what extent do the local authorities and citizens cooperate and assist in this matter? What is the effect of prohibition in that vicinity on the traffic in intoxicants among the Indians? What steps are taken by the superintendent and other employees, especially those commissioned as deputy special officers, to protect the Indians from intoxicants and to what extent does it interfere with their regular duties? If the services of a special officer are necessary, submit a full statement as to the condition which warrants it. If officers visit the reservation, upon whom can they rely for valuable information as to conditions and persons responsible therefor? What legislation is necessary to make more effective the suppression of the liquor traffic on the reservation? To what extent has the pledge-signing campaign been carried out on the reservation and what has been its success and have the Indians who have taken the pledge kept the same? To what extent do the traders handle intoxicants and proprie-

tary medicines which may be said to have an alcohol base?

(b) **Marriage and divorce.**—Marital conditions. How are licenses granted? Record of marriages. Are efforts made for promoting legal marriages? Extent of divorces. Any legal procedure regarding these?

(c) **Courts of Indian offenses.**—Character of Indians comprising the court. How is court appointed and constituted? How are its decrees executed? Are prisoners confined in jails? Character and condition of buildings used for that purpose. Are prisoners required to work on roads, buildings, or other public improvements, etc.?

(d) **Plant.**—Character of agency buildings, their condition, adaptability to needs, etc., as called for under section *a*, division 1, of this outline.

(e) **Government live stock for school and agency.**—Number, condition, and whether excessive or otherwise.

(f) **Use of peyote or mescal.**—To what extent used. Has it any religious significance in the tribe? How do the Indians procure their supply? Does it affect the moral and industrial welfare of the Indians? What steps are taken by the superintendent and others to discourage and prevent its use?

3. INDUSTRIES.

(a) **Generally.**—Lands, soil, climate, conditions, and adaptability for farm products or stock raising. What are now and will in the future be the paramount sources of income and maintenance of the Indians—agriculture, live stock, employment, rations, cash payments, and their relative importance? How are farming districts laid off, how managed, and are farmers and stockmen provided with adequate quarters and means of travel? Do they reside in their districts? Proportion of time given to actual supervision and other duties, description of which should be given. Character of supervision and instruction given the

Indians, and is it adequate? All Indian families should have gardens, with root cellars, and save their surplus fruit crops by canning, drying, or preserving. Is there a market for the stuff raised? Are the Government employees paying attention to the method of such disposition of farm products and surplus stock? Reservations must raise what they consume if soil and climate make it possible. If they are not, what are the reasons? Cattle and horse stealing and illegitimate sales and killing of stock.

(b) **Agriculture.**—Character of soil and crops to which reservation is best suited. If an irrigation system is in operation, how is it being cared for and is it being properly used to the limit of availability?—if not, suggestions for doing so. If an irrigation system is under construction, or projected, are adequate arrangements being made to utilize it when completed? The class of crops grown—is it remunerative? Is full use being made by the Indians of their land? If not, what should be done to bring about this full use? Are Indians adequately supplied with teams, implements, seeds, etc.? Are farm buildings and fences kept in good repair? Are ponds and reservoirs of simple construction dug by Indians where they may be used for stock or small irrigation projects? Are noxious weeds being eradicated or controlled?

(c) **Live stock.**—The kind and approximate number of live stock of every kind on the reservation; how owned and distributed. Are the breeds best suited to their needs? How many farmers own a cow and a calf, and how do they care for these? Get every Indian family to keep a cow. Appeal to the mother instinct that to do so will save the children. Impress this forcefully on the farmers. Character, breeding, and general care of work horses, and is their number sufficient? If the grades of live stock are low, is upbreeding being done, and to what extent? Condition of range. Is water being developed so that range can

be used to best advantage? Management of tribal herds. Provisions for feed, shelter, and care of individual and tribal stock during the winter months. Is salt provided for range animals? Have we enough bulls and stallions; if not, what are the needs? Are they properly watched? We do not want stallions who are too old for service. Are the men handling stock in full sympathy with the Indians? Look carefully into the sheep industry. Watch what happens to stock during extremely cold weather—whether there is any substantial loss, whose fault, and how it can be prevented. Has the money invested in stock produced a business man's profit?

(d) **Home building.**—General character of home and farm buildings; are the Indians improving them? How are they built, and have they the means or materials at hand to construct comfortable buildings? Are they encouraged to build better houses, improve them, and make them more homelike? Are substantial fences used? Is water for domestic purpose good, and how obtained? Is proper shelter provided for domestic animals such as cows, pigs, chickens, etc.?

(e) **Care of needy.**—How many Indians are on the ration roll? What ration, and how often is it given? Procedure of seeing that only deserving Indians receive rations? What percentage of the tribe get rations? Why are they given? What per cent of able-bodied Indians are given rations? Is an effort being made to reduce the ration roll and confine it to the indigent and helpless? If no rations are issued, how are the indigent cared for?

(f) **Individual Indian moneys.**—The uses to which these moneys are mainly put. Are they being used for the betterment of the Indians or for immediate need or maintenance? The manner in which requests for the use of these moneys are made by the Indians, received by the superintendent and employees, and the supervision exercised over the matter of purchases made by the Indians therefrom. Is there a well-

defined plan in operation looking to the use of these moneys for the purpose of home building, farming development, and providing for the industrial needs of the Indian? Are the Indians incurring indebtedness in anticipation of these moneys? Are superintendents taking initiative in encouraging Indians to invest their surplus funds properly?

(g) **Tribal moneys.**—The approximate amount and classes of tribal moneys held in trust by the Government. How these moneys are now being used, and in what manner would they contribute most largely to the welfare of the Indians?

(h) **Indian traders.**—Are the licensed traders observing the regulations of the Government? The aggregate amount of indebtedness by Indians to the traders and the maximum individual accounts found on traders' books. Do the traders maintain a system of bookkeeping that will admit of rendering itemized bills? Do the Indians trade mainly with licensed traders or can they reach trade centers beyond the reservation boundaries? Are the Indians being encouraged by traders or others to expend undue sums of money for gewgaws or articles of distinctly Indian character which they do not need? Do they yield to this temptation and to what extent? Are the Indians permitted or encouraged to form the "debt habit," and thereby anticipate their income, inheritances, or resources?

(i) **Leasing of tribal lands.**—If tribal lands are leased to whites for grazing purposes, do these leases interfere with the agricultural pursuits of the Indians? Do such leases interfere with the live stock interests of the Indians? To what use are the moneys accruing from these leases now being put, and in what uses could they be made to contribute most to the future welfare of the tribes?

(j) **Reimbursable funds.**—In what way has the use of such funds proven advantageous to the Indians, and to what extent has it enabled them to utilize

their lands and other resources and advance toward self-support? Is the right kind of property and live stock being bought to meet the particular needs of the Indians, and are the beneficiaries worthy of the assistance given? What is the attitude of the superintendent and the Indians toward such funds? Are the Indians conservative or indifferent as to the amount of indebtedness they assume? Do they honestly strive to comply with the terms of their agreements and make repayments? Do they take good care of the property furnished, especially the live stock? Should the system be extended or discontinued? If extended, how much money could be used to advantage in addition to what has been apportioned?

(k) Employment for Indians:

1. In the Indian Service.—The extent to which Indians are employed in accordance with the requirements of law and the established policy of the service in all positions which they are competent to fill. Are competent Indians being encouraged and assisted to qualify, through civil-service examinations, for appointment to positions in the service? Are Indian employees being assisted and encouraged in meeting the requirements of their position?

2. Outside the service.—Are the Indians, educated and uneducated, being assisted in every practicable way to obtain employment along such lines as they are qualified to follow? Are Indians taking employment with exhibitions and shows; and, if so, what is the moral effect upon those so employed and upon the other Indians of the reservation? Are they being discouraged from such employment?

3. Returned students.—Are the superintendents keeping in close touch with returned students, assisting them in every possible way to make use of their school training and advising them as to the use of their material resources? Number of returned stu-

dents supporting themselves, either on or off the reservation, and in what manner. Are pupil records being properly kept, in order that superintendents may have information as to the ability and character of returned students?

(l) **Roads and bridges.**—Approximate number of miles of roads. Number of miles under supervision of Government. Number of miles covered by right of way. Are roads on section lines? How located with respect to the Indian allotment or home? How are county roads maintained? How are the Government roads maintained? Approximate condition of each class of roads. How much voluntary work by Indians, and are there any Indian organizations for road work? Suggestions for improvement of road conditions. Number of large bridges. Character of bridges on the reservation. How erected and maintained.

4. HEALTH—SCHOOL.

(a) **Physical examination of pupils.**—On entrance to school. Frequency of, during school year. In the field before starting to nonreservation schools. Before outing.

(b) **Sanitary care of pupils while in school.**—Rations, bill of fare. Preparation and serving of rations. Are rations sufficient in quantity? Of good quality? Is there sufficient variety? Care of foods. Refrigerators, ice boxes, cellars, etc. Diet for weak pupils. Is there a special diet provided? Diet tables. Drinking water. Purity of water. Drinking fountains.

(c) **Clothing—suitability to climate.**—Supply of clothing. Condition. Methods of washing and disinfection.

(d) **Observance of sanitary and health regulations.**—Bathing, how frequent, facilities for. Condition of lavatories, closets, and urinals; disinfection. Weighing of pupils, regularity and record. Exclusion of active tubercular and segregation of acute

trachomatous pupils from well children. Open-air sleeping. Open-air classes, adaptability of climate for. Sleeping porches. Cleanliness of objects handled in common. Adoption of Pullman towel system, possibility of. Individual lockers. Toilet articles—combs, brushes, toothbrushes, tooth powder, supply and method of caring for. Conditions of teeth of pupils, care of teeth. Employment of dentists. Dormitories, capacity, cubic air space. Electric alarm systems, installation of, in dormitories. Overcrowding. Single beds, beds and bedding, condition and sufficiency of. Airing and sunning, frequency of. Methods of sweeping and dusting. Oiling of floors. Painting of walls and ceilings, use of sweeping compounds. Disposal of sewage, system of garbage disposal, garbage cans. Management of dairy. Care of yards and grounds from sanitary standpoint. Prevention of flies and mosquitoes, destruction of breeding places, fly-tight manure pits, removal of manure. Screening of buildings. Methods employed in destroying flies and mosquitoes.

(e) **Methods of physical training.**—Calisthenics, breathing exercises, etc., in classrooms. Provision for physical instruction in the daily program. Time allowed for physical training in the classrooms. Marching. Games and plays, playground equipment, character. Athletic equipment and supplies, sufficiency. Outdoor games. Setting-up exercises. Military training. General athletics. Gymnasium, equipment of. Time devoted to outdoor relaxation each day. Supervision of physical training.

(f) **Instruction in hygiene and sanitation.**—Extent of, methods employed, classroom instruction. Lectures on trachoma and tuberculosis. Use of the stereopticon.

HEALTH—RESERVATION.

(a) **Hospitals.**—How many, when erected, size, where located, and condition of buildings. How con-

ducted. Number of patients for whom healthful accommodations are provided and average number so accommodated. Attitude of Indians toward the institution.

(b) "**Save the babies.**"—Is everything practicable being done by employees for carrying out circular dated January 10, 1916? How? Has the superintendent made a careful examination to determine what steps can be taken for getting expectant mothers in hospitals? What are their home conditions? Has the family a cow and do babies get the milk? Have doctors and matrons made a study of this subject, particularly as to diet, hygiene, etc.? Report fully on this subsection.

(c) **Sanitary conditions.**—Agency buildings and grounds, Indian homes and premises, including ventilation, overcrowding, lighting, cleanliness, food, and clothing; disposal of excreta, care of the sick, and prevention of the spread of disease, and spitting.

(d) **General health of Indians.**—Physical condition; state of nutrition; alleged prevalence of tuberculosis, trachoma, venereal and other communicable diseases; infant mortality; use of alcohol, mescal, or other deleterious substances; habits and customs prejudicial to health.

(e) **Food and water supply.**—Sources, quantity, and protection from contamination.

(f) **Efficiency of physicians, nurses, and field matrons.**—Inspection of sanitary condition, prevention of disease, and enforcement of health regulations.

5. EMPLOYEES—SCHOOLS.

(a) Quarters for employees. Are reception rooms provided?

(b) Social conditions among employees.

(c) Reading courses.

(d) Division of labor.

(e) Employees' meetings.

(f) Organizations among employees.
(g) Cooperation.
(h) Adequacy of employee force.
(i) Positions recommended for abolishment.
(j) Means of social entertainment and diversion.
(k) Employment of Indians.
(l) Esprit de corps.
(m) General recommendations.
(n) Efficiency reports on form 5–4001.

PURCHASE DIVISION.

(a) In making open-market purchases, how is the advertisement for bids handled and how many concerns usually are invited to bid? Where are they located and are they such firms or individuals as might naturally be expected to bid on the particular articles advertised for?

(b) Is any one firm or person getting the monopoly of the orders? Are purchases from Indians fairly made so as to give all a chance, or are one or two Indians getting the full benefit of the advertisements for beef, hay, or wood, etc., or for the orders placed without advertising?

(c) Is the superintendent extending as far as he should the territory in which to advertise or is he restricting it to the traders or stores in the immediate vicinity of the school or agency, and if so, is he justified in so doing?

(d) How is he using the $250 general authority referred to in circular 1011, so far as purchases go? Is he following the rules laid down for the use of those general authorities? Is the quality of the goods bought, both in open market and on contract, satisfactory?

(e) Is proper inspection made of all goods, where the inspection is required of the superintendent, before the goods themselves are accepted?

(f) Is proper care being taken of the goods and supplies both in the commissaries and storehouses

and after they are issued to the employees and others?

(g) Are superintendents buying in accordance with authorities and contracts, or are they in any case arranging with the vendor or contractor to substitute other articles?

(h) Look very carefully into the use of Class IV moneys where purchases are involved to determine whether the superintendent is making these properly, whether favoritism is shown, prices paid which are in keeping with market conditions, and otherwise making expenditures in the same manner as they would if these were to be presented to the office for prior approval.

(i) Examine sales of surplus property, such as excess cattle, hogs, grain, other forage, etc., and see whether the excess was sold merely to make Class IV money for other purposes; whether the need for the sale was legitimate; whether the sale was conducted as authorized by the office, through sealed bids or by auction, and not at private sale unless particularly authorized.

(j) Examine the sale of Government property to employees. See that the amounts sold are such as are permitted by the regulations, are accounted for, and the proceeds properly taken up.

(k) Are issues of Government property such as tableware, dishes, clothing, etc., made contrary to regulations to and for the use of Government employees or to the employees' mess? What method does the superintendent employ in accounting for property issued in accordance with existing regulations to employees for their temporary use?

(l) Are the rates paid for wagon transportation fair to the Government and to the freighter? Has favoritism been shown and are Indians given the work wherever it is practicable and proper for them to have it? Are they paid fair wages in comparison with what the whites would do the work for? Are

whites overpaid? Were bids asked for, if whites are doing the freighting?

(m) Are superintendents giving proper consideration to the disposition of surplus property of all kinds?

FORESTRY.

(a) **Force and equipment.**—Is the equipment sufficient and is it so distributed about the reservation as to be quickly available in case of fire? What are the danger points as to forest fires?

(b) **Roads, trails, and telephones.**—Are the roads, trails, and telephone lines sufficient for the protection and best use of the forest, and are they kept in repair?

(c) **Cabins and corrals.**—Are the cabins sufficient in number and satisfactory as to construction, and are they properly placed? Are corrals and pastures provided for stock used by forest officers?

(d) **Timber sales.**—General condition of timber sale work. Violation of agreements by timber contractors. Commission of waste by Indians and others. Should more sales of timber be made? State reasons.

(e) **Sawmills.**—Value and efficiency of the sawmills. Is lumber properly piled in the yards? Precautions taken to guard against fire. Demand for lumber by the Indians and agency. Desirability of establishing new sawmills.

LAND DIVISION.

1. LEASING ALLOTTED INDIAN LANDS.

(a) Area of farming land leased.

(b) Area of grazing land leased.

(c) Number of leases of both classes.

(d) Adequacy of rental.

(e) Character of improvements.

(f) Whether any subleasing in violation of regulations.

2. RIGHTS OF WAY.

(a) List of rights of way and names of roads using same.

(b) Is proper authority granted in each case for right of way?

(c) Names of any trespassing companies and full facts as to trespass.

3. FEE PATENTS.

(a) What percentage of Indians who have received patents in fee have made good?

(b) How many competent Indians on the reservation who are qualified to care for their own affairs, but who refuse to make application for a patent in fee for the reason that they do not desire to pay taxes on their land?

(c) Do you recommend that the competency commission visit the reservation for the purpose of recommending the issuance of patents in fee to Indians who are fully competent?

(d) Attention is invited to the act of June 25, 1910 (36 Stat. L., 855), which provides that the Secretary of the Interior must determine the heirs of a deceased Indian allottee, and if he finds that the heirs are qualified to care for their own affairs, he shall issue to them a fee patent. Are there many cases on the reservation that come within the meaning of this act?

4. SALES.

(a) What is the method of advertising sales? Is it the most effective method? If not, submit recommendation.

(b) Is the land appraised at full value?

(c) Is there competition on the reservation? If not, why not?

5. ALLOTMENTS.

(a) What use are the Indians making of their allotments?

(b) If reservation is allotted, are there unallotted lands?

(c) Have Indians received best land?

(d) Does superintendent suggest changes in allotment; if so, why?

(e) If there are mining operations on the reservation, report should be made of the approximate locations; the area of the work; the names of the persons or companies interested; and whether such locations interfere or will interfere with future allotment work. Also the report should give the date of the mineral claim or location.

(f) If there are surplus lands and unallotted Indians, report should be made as to the advisability of continuing allotment work.

IRRIGATION.

(a) What is area of irrigable land? What area under present system? How much under cultivation? Is system being extended? Are ditches properly cared for? Does farmer understand irrigation? Are structures of permanent character? Do the Indians appreciate value of irrigation? Have they necessary equipment for farming to best advantage?

(b) Are the irrigation force and the agency force working harmoniously? If not, what is the cause of the friction? Is the irrigation work being done economically?

HEIRSHIP.

(a) Carefully investigate the character, reputation, and office industry of examiners of inheritance.

(b) Attend some of their hearings and note carefully procedure followed and whether in accordance with promulgated rules.

(c) Are examiners, superintendents, and other employees working in harmony for mutual assistance?

OFFICE WORK.

(a) **Superintendent.**—Is he in active charge of the office, and how is his time divided between field and office work? Is the superintendent getting out over the reservation, and is the chief clerk strong enough to handle the job?

(b) **Clerical force.**—Is it adequate and properly organized? How? Is the work kept up to date? Is the force harmonious and fully alive to the needs of the business end of the reservation? Does the chief clerk have control of the office force?

(c) **Accounts.**—Does present practice offer adequate assurance of integrity in disbursing of funds and caring for public property?

(d) **Property.**—How is school and agency property handled? Its condition and method of disposition.

(e) **Records.**—Are all required records being properly kept, papers filed conveniently and carefully, and the office conducted in a modern, efficient way?

(f) **Official correspondence.**—Is it expeditiously and carefully handled, both as to the Indian Office and other correspondents?

○

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